EDUC 533: Week 4 – Assignment:Assessment Plan

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*Pre-Assessment*

For this class, there are three pre-requisites that must be fulfilled:

1. Current EMT certification in the State of Washington.
2. Affiliated with an EMS agency in the State of Washington.
3. Currently enrolled in an approved Ongoing Training and Evaluation Program (OTEP) approved by the State of Washington Department of Health.

*Types of Assessments*

The learner will be evaluated on pass/fail criteria. If the learner passes both summative and formative assessments, mastery should be accomplished.

1. Summative Assessment
   1. Content test on material presented during class. Passing score = 80% or higher.
2. Formative Assessment
   1. Performance of skill with an evaluation sheet describing the criteria needing to be met in order for skill mastery. Each criterion is worth 1 point with a total of 20 points possible. Passing score = 100%.
   2. Scenario based (informal assessment) – Learners will be presented with a scenario during class in which discussion on patient treatment options is considered. Although informal, the instructor should be able to determine whether or not the learner is acquiring the concepts being presented through scenario discussion.
   3. Self-evaluation of skill acquisition which may or may not lead to remediation.

**Assessment Analysis – Bloom’s Cognitive Taxonomy**

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| --- | --- | --- | --- | --- |
| **Big Idea** | **Overarching Understanding** | **Essential Question** | **Learning Objectives** | **Assessment Evidence** |
| **Knowledge** | -Learn/Review basic anatomy of the human airway  -Learn/Review components of the King Airway and different sizes of airways. | What cognitive knowledge is essential in order to perform the King Airway procedure? | -Learner will review on basic concepts and principles associated with the human airway along with the components and procedures associated with the King Airway | -Passing score of 80% or higher on summative assessment (content test). |
| **Understanding** | **-**Explain why and when King Airway systems are used on patients | What situations would occur in which a King Airway would be considered? | **-**Learner will be able to describe why and when King Airway’s are used. | -Meaningful discussion in Scenario based formative assessment. |
| **Application** | -Demonstrate successful placement of the King Airway in a training manikin | Was the learner successful in performing the King Airway procedure? | -Learner will select the appropriate-sized King Airway and perform the procedure on a training manikin. | **-**Skill evaluation sheet (formative assessment). |
| **Analysis** | -Analyze whether or not the King Airway is an effective treatment option for a patient. | Does the learner know when a King Airway should be used or not used during patient care? | -Learner will be able to determine when or when not the King Airway is a viable option for pre-hospital patient care. | -Meaningful discussion in Scenario based formative assessment. |
| **Synthesis** | -Prepare a treatment plan based on variables presented in a practical scenario. | Based on a given scenario, does the learner derive a successful and competent plan for patient care? | -Learner will be able presented with a practical scenario and perform the proper treatment for scenario patient. | -Meaningful discussion in Scenario based formative assessment.  **-**Skill evaluation sheet (formative assessment). |
| **Evaluation** | -Evaluate acquisition of skills involving the King Airway procedure. | Has the learner gained an understanding of the King Airway system?  Does the learner feel confident in performing the skill? | Learner will be able to peer and self-evaluate, correct if necessary, with aid from the instructor and peers, any discrepancies that may exist during training. | Self evaluation.  (formative) |

**Summative Assessment**

Test - King Airway

1. The trachea is the organ that leads chewed up food downward to the stomach.

a) True

b) False

2. When documenting the King Airway procedure in the patient care report, the following must be documented:

a) Time, size, and depth of tube placement.

b) Patient response.

c) Vital signs, including pulse ox if available.

d) All of the above.

3. The flap of cartilage located in the throat behind the tongue and in front of the larynx.

a) Larynx

b) Epiglottis

c) Trachea

d) Cilia

4. Which of the following are indications for use of the King Airway?

a) Cardiac arrest.

b) Respiratory arrest not related to narcotic overdose.

c) For patients over 4ft in height.

d) All of the above.

5. When using a King Airway during CPR, always stop and allow time for airway placement

a) True.

b) False.

6. When selecting an appropriate sized King Airway for a patient - what height range is indicated by a red colored King Airway?

a) 1 to 3 feet.

b) Greater than 6 feet.

c) 5 to 6 feet

d) 4 to 5 feet.

7. When inserting a King Airway into a patient, position the head in a slightly sniffing position (unless cervical spine injury is suspected) then insert the King Airway into the patient’s mouth, laterally at \_\_\_\_ degrees and then rotate the airway \_\_\_\_ degrees.

a) 45-90

b) 75-110

c) 180-360

d) 0-90

8. You should insert a King Airway into a patient who has a known esophageal disease.

a) True

b) False

9. Which of the following precautions must be considered when using the King Airway?

a) Vomiting and aspiration.

b) Soft abdomen.

c) Rigid extremities.

d) There are no precautions to be considered.

10. It is important to verify tube placement by auscultation of the patient's abdomen.

a) True.

b) False.

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1. (b)

2. (d)

3. (b)

4. (d)

5. (b)

6. (c)

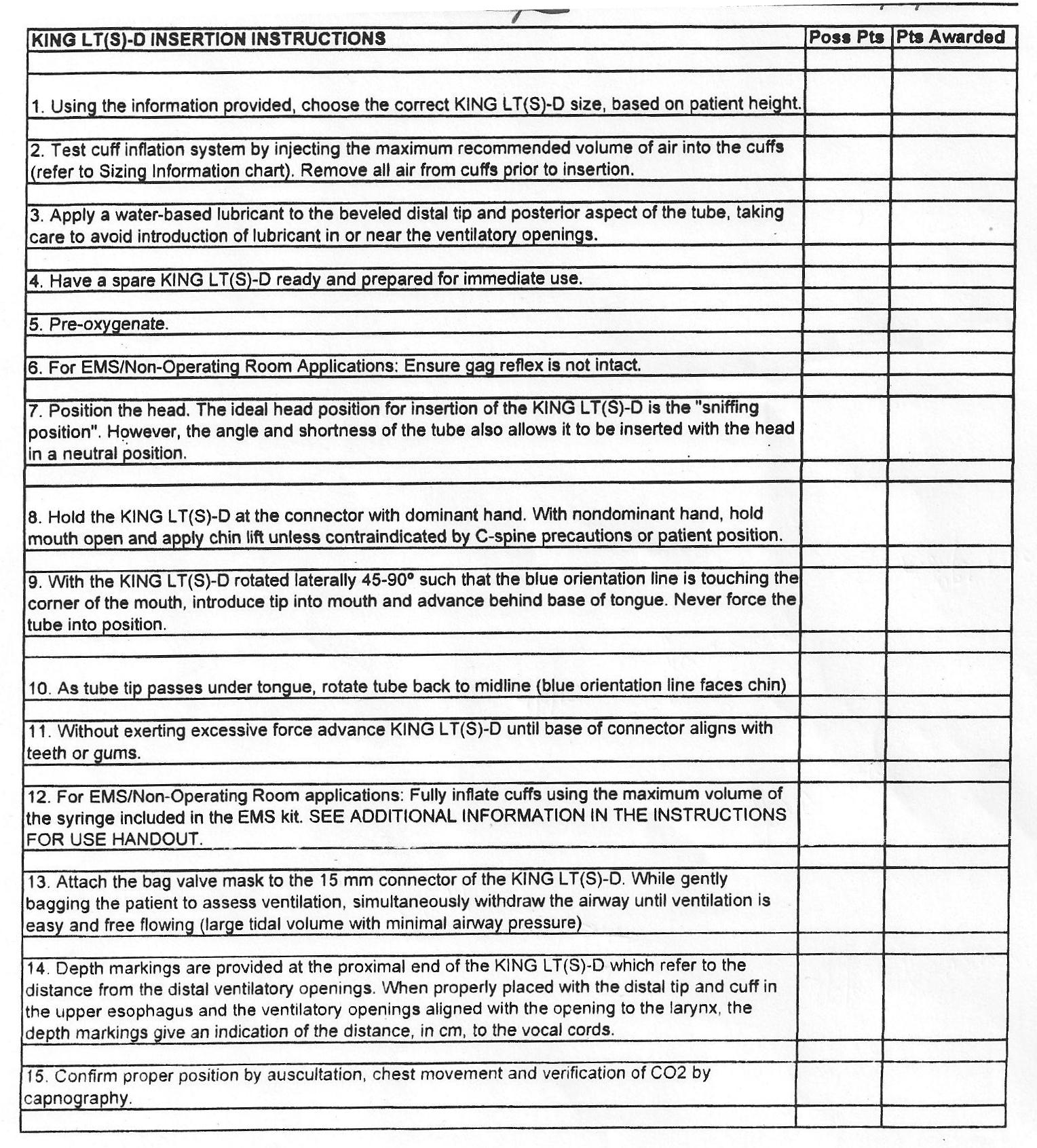
7. (a)

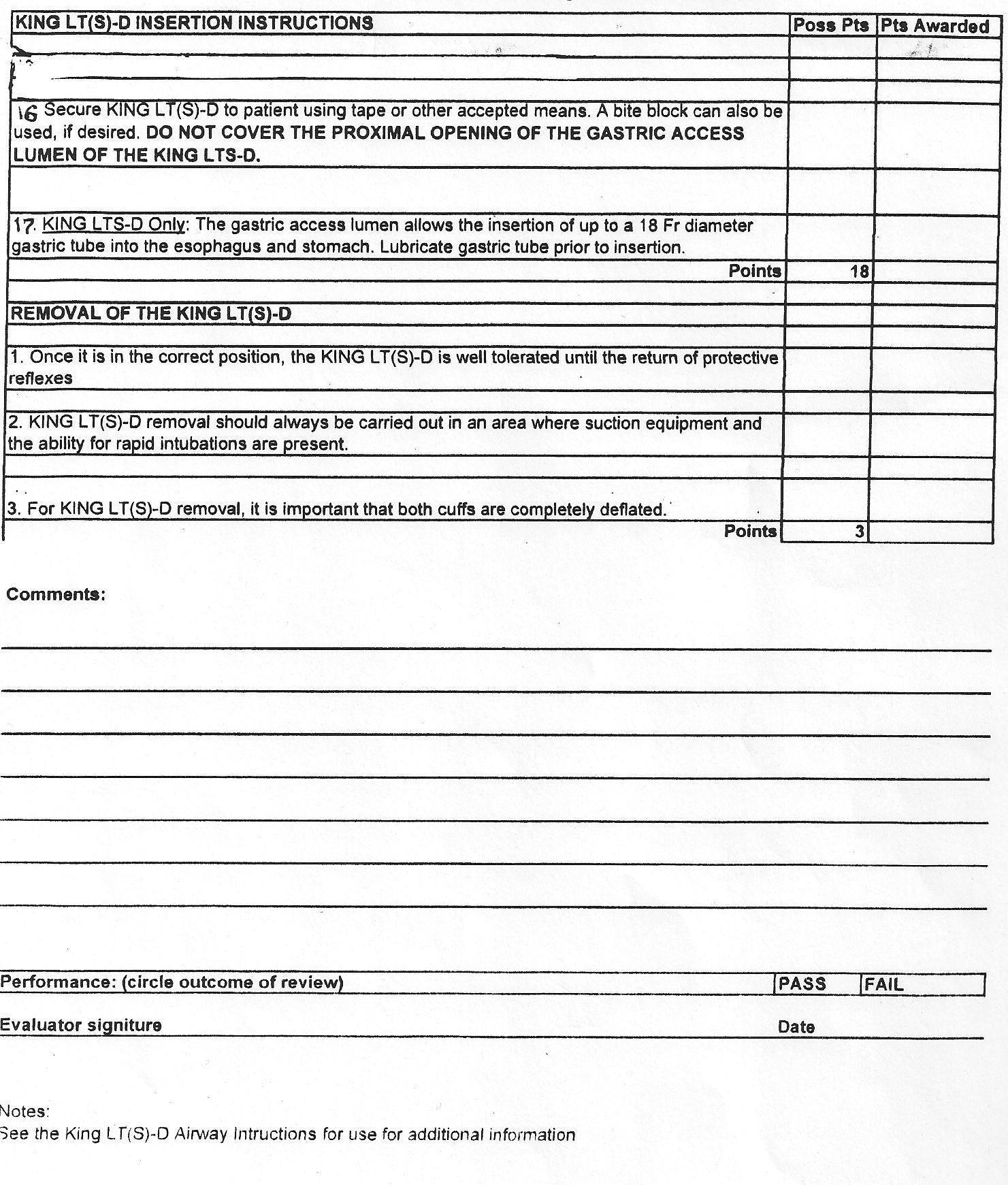
8. (b)

9. (a)

10. (b)

**Formative Assessment**





**Scenario Assessment**

* 62 year old male
* Possible cardiac problem

After arrival of your unit, you approach the patient, who is sitting in his recliner in the living room. You introduce yourselves and begin to take the patient’s history. He tells you:

* I was out mowing the lawn.
* Started to feel dizzy, sweaty
* Came inside, sat down, having chest pain.
* Have not taken any nitroglycerine. (The pt. has a prescription)

Discuss, with your partner, a competent patient care plan for this scenario and be ready to discuss care plans with the class. Ask the instructor for vitals when needed. The instructor will also lead you through the patient’s progress.